

Galena Park Independent School District

Woodland Acres Elementary School

2023-2024 Comprehensive Needs Assessment

Distinction Designations:

Academic Achievement in English Language Arts/Reading

Academic Achievement in Mathematics

Academic Achievement in Science

Top 25 Percent: Comparative Academic Growth

Top 25 Percent: Comparative Closing the Gaps

Postsecondary Readiness



Board Approval Date: August 1, 2023

Mission Statement

At Woodland Acres Elementary, students, families, school staff, and the community will work together to develop lifelong learners and productive citizens.

Vision

At Woodland Acres Elementary, we believe that our children are our future. Therefore, we will strive to do all we can to create a school that is highly regarded for its academic excellence and for its contribution to actively serving and improving the Woodland Acres Community.

Core Beliefs

Woodland Acres Elementary, named after the Woodland Acres community, opened in 1954 with Felix Klein as principal. Since that time, Woodland Acres Elementary has been the hub of the community. It has been led by Huey Cook (1960s-1988), Francis Ramsey (1988-1997), Orphalinda Bazán (1997-2005), Michelle Chae (2005-2007), Joanne Garza (2007-2009), Gloria Vásquez (2009-2012), Julissa Alcantar-Martinez (2012-2013), Bianca B. Shaughnessy (2013- 2017), and now currently, Sandra A. Rodriguez (2017-Present).

In the fall of 2018, the new Woodland Acres Elementary school building opened ready to serve PK-5th grade. Rebuilding WAES was one of four campuses that were approved with the 2016 bond of \$290 million dollars.

Currently, our campus serves approximately 450 students in various programs such as Dual Language/Two-Way Immersion, One-Way Dual Language, ESL, Gifted and Talented, and Special Education. Overall, the campus has a reputation of being "Small, but Mighty," yielding high results on state assessments and winning several accolades throughout the years!

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Comprehensive Needs Assessment

Revised/Approved: May 12, 2023

Demographics

Demographics Summary

Woodland Acres Elementary is the smallest elementary campus in Galena Park ISD. We are located on the south side of the district and serve students from PK to 5th grade. Our student body is approximately 450 students, comprised of 93% Hispanic, 2% African American, 3% White, 1% Asian, and 1% of two or more races. The campus is 83% economically disadvantaged and has 54% Emergent Bilinguals. We host the district's only Two-Way Immersion Program. Our program follows an 80/20 model starting in kindergarten, 70/30 in first grade, and 60/40 in second grade. Our former 50/50 model is followed in Grades 3-5. Due to our program, we have a large group of students that transfer into our school with many being employee children looking to acquire Spanish as a second language. Additionally, we have one of the largest Gifted and Talented populations in the district with 13%.

The staff of Woodland Acres is 73% Hispanic, 14% White, 7% African American and 7% Asian. All of our teachers are highly qualified with 4-year degrees and teaching certifications. In addition, all staff is Bilingual or ESL certified. About 20% of our teachers possess a Master's degree. The staff consists of veteran teachers with 61% having 6-20 years of experience and the average years of experience are 11 years. We also have six instructional aides that support PK4, K-2, 3-5 and Special Education Students. Our students have the opportunity to attend Physical Education, Music, Art, or Library once a week. We have a full time counselor and we collaborate with Community in Schools and other social services.

We are moving into our sixth year in our new facility. This has allowed our campus to have state-of-the-art technology such as two computer labs, interactive panels in every classroom, LightSpeed systems in every room, and classroom computers. Additionally, for the 23-24 school year, students will have classroom sets of devices in Grades 2-5 to offer a 1:1 technology ratio.

The students at Woodland Acres Elementary have generally good attendance. For the 2022-2023 school year, the attendance average was 96%.

Demographics Strengths

The strengths of Woodland Acres Elementary are:

- Student attendance has increased;
- Low staff turnover (11+ years of experience for many staff members);
- Several extracurricular opportunities for students (clubs and organizations) are available;
- Variety of opportunities such as TWI, GT, Bilingual, ESL;
- Variety of technology is available for students and staff to use; and
- Diversity in staffing and experiences is increasing.

Problem Statements Identifying Demographics Needs

Problem Statement 1: WAES' demographics are largely Hispanic and the staff is predominately female. **Root Cause:** The lack of diversity (gender, ethnicity, cultural backgrounds) in our campus indicates we need to teach students about awareness, tolerance, acceptance and cultural sensitivity.

Problem Statement 2: Increase staff awareness and skills with addressing students with individualized education plans, modifications and accommodations through RTI, GT, SPED, 504, At-Risk, EB, etc. **Root Cause:** We have a wide spectrum of students and mostly all classrooms have students identified as GT, SPED, 504, At-risk, EB, etc.

Problem Statement 3: Chronic absenteeism and tardies impact instructional time and academic achievement. **Root Cause:** Regaining our attendance percentage has been difficult after the pandemic; parents are keeping students home longer when sick or are keeping them home out of caution.

Problem Statement 4: Parents would like to see the campus offer more events that are broad and open to all types of family structures such as "Goodies with your grown-up or Lunch with a Loved One." **Root Cause:** We have a variety of family structures and units, such as single parent homes, same gender parents, incarcerated parents, etc. Avoid having "donuts with dad or muffins with mom."

Student Learning

Student Learning Summary

The collaborative efforts of all WAES stakeholders have been tremendous! Retired teachers, college tutors, homegrown students, designated subs, plus our regular faculty and staff worked before, during, and after school to help students close gaps created by COVID during the past two years. These past two years we have incorporated data-driven instruction (DDI) in all tested subjects and grades. We continued with weekly team planning and added extended planning weekly for Grades 3-5 and during district staff development days.

Below you will find a brief breakdown of how we did on STAAR. These are raw scores and the percentage of students "likely to pass." We will get a better picture of how we did on August 11, 2023.

2023 Math STAAR Raw Data	3 rd grade	4 th grade	5 th grade
Likely to Pass	42%	68%	78%
Historical Math STAAR Data	2022	2021	2019
Approaches	78%	63%	84%
Meets	48%	31%	57%
Masters	23%	20%	32%

2023 Reading STAAR Raw Data	3 rd grade	4 th grade	5 th grade
Likely to Pass	79%	61%	84%
Historical Reading STAAR Data	2022	2021	2019
Approaches	82%	70%	81%
Meets	58%	39%	51%
Masters	34%	21%	21%

2023 Science STAAR Raw Data	3 rd grade	4 th grade	5 th grade
Likely to Pass	n/a	n/a	49%
Historical Science STAAR Data	2022	2021	2019
Approaches	74%	56%	78%
Meets	52%	22%	53%

2023 Science STAAR Raw Data	3 rd grade	4 th grade	5 th grade
Masters	25%	9%	26%

Student Learning Strengths

At Woodland Acres Elementary, we do well with:

- Student progressing and increasing STAAR passing rate from 3rd to 4th and from 4th to 5th;
- Supporting teachers with planning, data driven instruction, modeling, and coaching;
- Supporting students with tutorials, interventions, and small groups; and

Problem Statements Identifying Student Learning Needs

Problem Statement 1: WAES' demographics are largely Hispanic and the staff is predominately female. **Root Cause:** The lack of diversity (gender, ethnicity, cultural backgrounds) in our campus indicates we need to teach students about awareness, tolerance, acceptance and cultural sensitivity.

Problem Statement 2: Increase staff awareness and skills with addressing students with individualized education plans, modifications and accommodations through RTI, GT, SPED, 504, At-Risk, EB, etc. **Root Cause:** We have a wide spectrum of students and mostly all classrooms have students identified as GT, SPED, 504, At-risk, EB, etc.

Problem Statement 3: Chronic absenteeism and tardies impact instructional time and academic achievement. **Root Cause:** Regaining our attendance percentage has been difficult after the pandemic; parents are keeping students home longer when sick or are keeping them home out of caution.

Problem Statement 4: We need to ensure parents are aware of school resources (Classlink apps, Google Classroom), academic expectations and ways in which to check their child's progress in Skyward. **Root Cause:** Parents are unaware of grade level expectations or of all the resources they have available to support their child's academic growth.

Problem Statement 5: Students are performing better in Reading/Language Arts than in Mathematics on our state assessments. **Root Cause:** Students lack fundamental skills such as number sense; thus makes more complex math difficult to grasp.

Problem Statement 6: The diagnostic math assessment (iReady) needs to be looked at, analyzed closely and intervention activities need to be used to target weak skills in Math during small group instruction. **Root Cause:** Due to the pandemic, many students have gaps in Math that need to be filled in order to be successful in the future.

Problem Statement 7: Parents would like more opportunities to be involved on campus with flexible meeting times/days. **Root Cause:** Parents expressed wanting to be more involved but meetings are at time they cannot attend.

Problem Statement 8: Increase parent training over online programs and other technology tools accessible to them, such as Skyward. **Root Cause:** The pandemic propelled us into a technology driven world.

School Processes & Programs

School Processes & Programs Summary

Based on campus surveys, stakeholders have a clear understanding of the campus vision, mission, motto, and goals.

Additionally, stakeholders describe Woodland Acres Elementary as a safe and respectful establishment. The small campus exhibits a family-oriented atmosphere where visitors feel "at home." The campus aims to deliver top-rated customer service by having a bilingual office staff. In addition, communication to parents such as electronic flyers and newsletters, call-outs, marquee announcements, text messages, emails, etc. are offered and presented in English and Spanish. We have become proficient in using School Status and Blackboard to send mass communications to parents and families.

Woodland Acres Elementary is also successful in maintaining a low teacher turnover. The majority of the staff has 11+ years of experience, which indicates staff feels supported and content. Highly qualified professionals are recruited and acquired through internships, substituting, or recommendations. Teachers work in teams and collaboration is fostered through weekly team planning meetings. CICs provide assistance during these planning meetings, as well as push-ins/pull-outs, and modeling/coaching. We offer a variety of leadership opportunities such as the Campus Leadership Team, club sponsorship, participation in committees, and the district's Aspiring Academies. New teachers are mentored and checked in monthly by the Lead Campus Mentor. Administrators believe in building capacity and supporting individuals' goals and aspirations.

Students at Woodland Acres Elementary feel safe on campus and there are few discipline referrals. During daily announcements, positive affirmations are shared and wise words of wisdom are also given. We add character education and SEL moments during announcements each day.

At Woodland Acres Elementary, students have the opportunity to take part in a variety of extracurricular activities. Students can attend tutorials/office hours, Makerspace Club, Robotics Club, Honor Choir, Girls Club, Boys Club, Honor Society, and Student Council.

Students are recognized on their birthday, for outstanding attendance, academics, skills, and character throughout the year.

School Processes & Programs Strengths

At Woodland Acres Elementary, we do well with:

- Keeping open lines of communication between all stakeholders through district-provided platforms;
- Maintaining teacher retention at a high rate;
- Infusing teamwork and fostering collaboration between faculty and staff;
- Hiring ESL and Bilingual certified staff;
- Staff feels supported with RTI, technical support, and safety updates;
- Giving staff members opportunities to contribute to the campus culture, traditions, and organizations; and
- Building capacity and developing future leaders.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: Increase staff awareness and skills with addressing students with individualized education plans, modifications and accommodations through RTI, GT, SPED, 504, At-Risk, EB, etc. **Root Cause:** We have a wide spectrum of students and mostly all classrooms have students identified as GT, SPED, 504, At-risk, EB, etc.

Problem Statement 2: Chronic absenteeism and tardies impact instructional time and academic achievement. **Root Cause:** Regaining our attendance percentage has been difficult

after the pandemic; parents are keeping students home longer when sick or are keeping them home out of caution.

Problem Statement 3: We need to ensure parents are aware of school resources (Classlink apps, Google Classroom), academic expectations and ways in which to check their child's progress in Skyward. **Root Cause:** Parents are unaware of grade level expectations or of all the resources they have available to support their child's academic growth.

Problem Statement 4: WAES' demographics are largely Hispanic and the staff is predominately female. **Root Cause:** The lack of diversity (gender, ethnicity, cultural backgrounds) in our campus indicates we need to teach students about awareness, tolerance, acceptance and cultural sensitivity.

Problem Statement 5: Students are performing better in Reading/Language Arts than in Mathematics on our state assessments. **Root Cause:** Students lack fundamental skills such as number sense; thus makes more complex math difficult to grasp.

Problem Statement 6: The diagnostic math assessment (iReady) needs to be looked at, analyzed closely and intervention activities need to be used to target weak skills in Math during small group instruction. **Root Cause:** Due to the pandemic, many students have gaps in Math that need to be filled in order to be successful in the future.

Problem Statement 7: Teachers need the opportunity to collaborate vertically with other colleagues in PLCs, for example. **Root Cause:** With changing TEKS, resources and expectations, teachers need to know where one grade ends and another begins.

Problem Statement 8: Increase parent training over online programs and other technology tools accessible to them, such as Skyward. **Root Cause:** The pandemic propelled us into a technology driven world.

Problem Statement 9: Parents would like to see the campus offer more events that are broad and open to all types of family structures such as "Goodies with your grown-up or Lunch with a Loved One." **Root Cause:** We have a variety of family structures and units, such as single parent homes, same gender parents, incarcerated parents, etc. Avoid having "donuts with dad or muffins with mom."

Problem Statement 10: Parents would like more opportunities to be involved on campus with flexible meeting times/days. **Root Cause:** Parents expressed wanting to be more involved but meetings are at time they cannot attend.

Perceptions

Perceptions Summary

Woodland Acres Elementary is a campus that values consistency, collaboration, and academic excellence. We embrace the size of our campus and believe we are "Small but Mighty!" Our students participate and excel in academics as well as extracurricular activities. Our staff stays relevant and current with best teaching practices as led by our Campus Instructional Coaches and Interventionists. The staff also engages in staff development to stay abreast of new teaching practices. Several staff members have completed or are in the process of continuing their education with master's degrees or additional certifications.

Students at Woodland Acres Elementary demonstrate hard work and perseverance. Our data shows we are able to significantly improve a student's academic performance from the beginning to the end of the year. This is done by students staying on task, having great attendance, and having minimal office referrals.

Our parents and staff are overall satisfied with the campus and feel welcomed.

Perceptions Strengths

Woodland Acres Elementary possesses the following strengths:

- Small campus where students/families are known by their names
- Parents feel respected and welcomed
- Bilingual staff that can communicate in English/Spanish
- Consistency with administrators and staff
- Deliver positive customer service
- Value teacher planning time
- Allow for staff development and professional growth

Problem Statements Identifying Perceptions Needs

Problem Statement 1: Chronic absenteeism and tardies impact instructional time and academic achievement. **Root Cause:** Regaining our attendance percentage has been difficult after the pandemic; parents are keeping students home longer when sick or are keeping them home out of caution.

Problem Statement 2: WAES' demographics are largely Hispanic and the staff is predominately female. **Root Cause:** The lack of diversity (gender, ethnicity, cultural backgrounds) in our campus indicates we need to teach students about awareness, tolerance, acceptance and cultural sensitivity.

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